



Acceleration of Learning

Responding Quickly to Gaps in Readiness

Why is Acceleration of Learning Needed?

Students and teachers abruptly separated in March due to school closures caused by COVID-19. Because of this unexpected closure, students missed out on instruction of end-of-the-year standards and consolidation of material learned prior to the closure, and teachers missed out on important formative and summative assessment information needed to make plans for upcoming instruction and placement.

In April 2020, Northwest Evaluation Association (NWEA) released a white paper with projected impacts from this lost time: "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions" (Kuhfeld & Tarasawa, 2020).

Now, Missouri teachers are faced with the challenge of how to balance maintaining focus on grade-level material, while also attending to gaps in prerequisite knowledge needed to master this new content. They might also have to accomplish the task remotely if our schools experience additional closures or need alternative delivery methods for students unable to attend because of health concerns.

As leaders plan for this instruction, the following resources and considerations can be very helpful when supporting educators in meeting this challenge.



This support was created by the Acceleration of Learning workgroup, which combined with two other workgroups, made up the DESE Task Force for Learning Acceleration. This tool was created to help guide instructional planning for the return to school in the fall of 2020. Educators will need to be prepared to support gaps in student understanding before introducing high-leverage grade-level priority standards. Accelerated learning ensures access to on-grade-level content by removing barriers to learning. Because many of our educators might have to migrate their instruction to remote delivery methods, in order to help them maintain ground they gain through accelerated instruction, the workgroup also included migration tips and suggestions.

What is Acceleration of Learning?

While the term “acceleration” connotes movement beyond, in the context of lost learning, it refers to ensuring “students consistently receive grade-level materials, tasks and assignments along with appropriate scaffolds that make the work accessible. More specifically, instead of sending students backward to fill in all the potential gaps in their learning, leaders and teachers should focus on filling in only the most critical gaps—and not in isolation, but at the moment they’re needed” (Learning, 2020, p. 8).

Trying to pre-assess and front load all missed or unmastered standards from the previous school year at the start of the 2020-21 school year would be a daunting task to respond to quickly. Instead, using smaller, guiding formative assessments to gather data on prerequisite learning needed to master grade-level content, shortly before the progressive new grade-level material is introduced, provides the most relevant and current information regarding student mastery. Responding to this data with “just in time” scaffolds and supports allows students to access the new grade-level content and accelerates student learning by removing barriers surrounding exposure, language and prior knowledge.

Isn't this just remediation?

While designing information delivery strategically to fill gaps in prior knowledge is a component of remediation, acceleration differs from remediation in several ways.

Acceleration	Remediation
<ul style="list-style-type: none">Self-confidence and engagement increase	<ul style="list-style-type: none">Perception of a “slow group”Backward movement leads to a sense of futility and lack of progress
<ul style="list-style-type: none">Skills are hand picked just in time for new conceptsStudents apply skills immediately	<ul style="list-style-type: none">Attempts to reteach every missing skillSkills are taught in isolation and not applied to current learning
<ul style="list-style-type: none">Key prior knowledge is provided ahead of time	<ul style="list-style-type: none">Typically does not introduce prior knowledge
<ul style="list-style-type: none">Treats relevance as critical to motivation and memory	<ul style="list-style-type: none">Relevance not seen as a priority
<ul style="list-style-type: none">Active, fast paced, hands onGoal is for students to learn on time with peers	<ul style="list-style-type: none">Passive (worksheets/basic software programs)Goal is to “catch up” with peers

Adapted from: Rollins, S. P., *Learning in the fast lane*, ASCD, 2014, p. 8.

Acceleration is *proactive* differentiation—removing barriers to learning before they get in the way. Teachers bring prior experience with the content to planning and can be prepared to support and scaffold at typical places in which students struggle.

What are the Key Components of Acceleration of Learning?

Key pieces of an accelerated lesson

Educators pre-assess to identify the missing pieces needed for an individual student to approach new grade-level learning.

Piece 1: Generate thinking, purpose, relevance and curiosity

Begin with connections to both upcoming new learning as well as real-world applications. Offering a hands-on exploratory activity helps build interest in the upcoming learning and engages the learner actively.

Piece 2: Clearly articulate the learning goal and expectations

Priming brains for new information helps learners determine relevance and connect with ideas within a learning progression. Students understand the place of the accelerated lesson within the larger standard.

Piece 3: Scaffold and practice essential prerequisite skills (can be taught with Piece 4 or reordered as needed)

Teachers prepare to address gaps by completing the statement, "Students could be successful with this new grade-level content if they only knew...." They then work to ensure students have opportunities to fill in these gaps with strategic instruction.

Piece 4: Dig into the new concept, introduce new vocabulary and review prior vocabulary

Vocabulary is critical background knowledge for making sense of new learning as well as reading independently to continue learning.

Piece 5: Conduct formative assessment frequently (can and should be used throughout all pieces)

While this is just good practice, it is essential to move quickly through missing prerequisite skills to allow time for grade-level content. Formative assessment and feedback loops provide evidence of this progression toward mastery.

Is this a research-based approach?

Given the challenges facing students and educators to recoup lost learning and get back on track, being efficient with the time we have means being selective about the strategies and approaches we use in our instructional design. Careful design incorporates strategies shown to have positive learning impacts.

John Hattie's findings in his meta-analyses of instructional research indicate several of the pieces of the acceleration framework have high positive effect sizes:

- Response to Intervention 1.29 ES
- Teacher Clarity 0.75 ES
- Strategy to Integrate Prior Knowledge 0.93 ES
- Scaffolding 0.82 ES
- Feedback 0.70 ES
- Spaced Practice 0.60 ES

(Strategies showing greater than a 0.40 ES are considered impactful.)

Hattie, J. (2018)

Example of an accelerated lesson

Acceleration can be accomplished within individual classrooms through differentiated homework, small-group instruction and co-teaching models one or two days before the teacher begins focused instruction on the topic needing scaffolding. Below is a [sample of an accelerated Algebra I lesson](#), as well as ideas for delivering this lesson from a distance if needed (distance learning is discussed more in the next section). *Links are not active on this image.

Title: Acceleration Lesson in Preparation for Introducing Literal Equations, cont.

A1.CED.A.4 Solve literal equations and formulas for a specified variable that highlights a quantity of interest.

Conduct formative assessment frequently (Piece 5)	<p>Back at the table: Ok. Let's discuss how it went. On your whiteboards, you will perform the following steps to show me how you've progressed in learning these important building blocks. Ready? (As a small group, work through problems similar to the work done in rotations. As needed, provide guided instruction--using questions, prompts, and cues--as they perform the skills outlined at the beginning of the lesson.)</p>	Virtual <ul style="list-style-type: none"> G.Meet/Zoom Jamboard Doc Cam 	Unplugged <ul style="list-style-type: none"> Texted/Emailed work snapshot Worksheet G.offline sync
Chunk 2–Dig into the new concept, introduce new vocabulary, and review prior vocabulary (Piece 4)	<p>Here is our vocabulary for this upcoming learning. Aside from literal, you've learned all of these before. Let's start by sorting them into known/unknown columns. (terms, like terms, combining like terms, formula, solve for, isolate, variable, literal, inverse operations, equality, order of operations, distributive property).</p> <p>You are first going to watch this video on your own device, using headphones. https://www.khanacademy.org/math/algebra-home/alg-basic-eq-ineq/alg-old-school-equations/v/solving-for-a-variable</p> <p>It's only 1:23, but I'm going to give you 4:00. Why would I be giving you that extra time? (answers could include: pause during watching to give think time; rewatch it all or just a certain part; take notes; jot down questions; read the transcript to get another delivery of the same material)</p>	Virtual <ul style="list-style-type: none"> G.Meet/Zoom Word Magnets G.Slides/G.Docs 	Unplugged <ul style="list-style-type: none"> Student creates cards on notebook paper/index cards and turns the list or picture in
Conduct formative assessment frequently (Piece 5)	<p>Let's discuss:</p> <ol style="list-style-type: none"> First--what viewing strategies did you use for yourself during that time? Who could share one idea they heard or wrote down while viewing? We will add that to our anchor chart. <p>After watching the video, circle and draw arrows to resort your vocabulary words. Did you move any to the known group?</p> <p>Which words should we talk more about right now as you process and practice? (use this opportunity to focus explicitly on the words still needing mastery)</p>	Virtual <ul style="list-style-type: none"> Anchor charts: Jamboard G.Slides/G.Docs 	Unplugged <ul style="list-style-type: none"> Transcript of video annotating worked problems
Conduct formative assessment frequently (Piece 5)	<p>Exit interview:</p> <ol style="list-style-type: none"> What three skills did we practice today? What new concept are we going to study with the rest of the class on Monday? What does that mean and when would we need to use it? <p>Exit card:</p> <ol style="list-style-type: none"> Solve three literal equations for specified variable. List of vocabulary words to be studied and your plan for doing so. 	Virtual <ul style="list-style-type: none"> G.Meet/Zoom G.Form G.Doc math notebook 	Unplugged <ul style="list-style-type: none"> Math notebook Phone call (G.Voice) Parent interview/conference
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How do Educational Leaders Support Teachers' Use of Acceleration to Close Learning Gaps?

Many existing district processes will support the work needed for effective acceleration.

- Curriculum development cycles support a deep understanding of the Missouri Learning Standards (MLS).
- Professional Learning Communities (PLCs) support collective teacher efficacy and problem solving surrounding the selection and unpacking of priority standards and the monitoring and responding to student data on common assessments.
- Multi-Tiered Systems of Support (MTSS) and supplemental services, such as Title 1 and tutoring programs, afford opportunities for the delivering of acceleration lessons.
- Commitment to high-quality differentiated instruction, including personalized learning, gradual release, and proactive scaffolding, protects instructional time and offers efficient and impactful learning experiences.

Recommended Steps to Prepare for Accelerated Learning

- Select priority standards to focus the upcoming year's curriculum on the most impactful, high-leverage learning and greatest student need. MO DESE offers several tools helpful in this process:
 - [Power in the Process--The Why Behind Priority Standards](#)
 - Missouri District Models
 - [Ava R-1](#)
 - [Lindbergh](#)
 - [Pattonville](#)
 - [Park Hill](#)
 - [Republic](#)
 - Identifying Instructional Gaps
 - [K-5](#)
 - [6-8](#)
 - [9-12](#)
- Unpack the priority standards to identify the most critical prerequisite skills and information needed to access grade-level learning.
 - [Unpacking: From Priority Standard to Learning Target](#)
- Create and administer short, formative assessments, close to the new grade-level learning, to identify students needing acceleration lessons on prerequisite skills.
 - ["7 Smart, Fast Ways to Do Formative Assessment"](#)
 - ["Formative Assessment for Distance Learning"](#)
 - ["75 Digital Tools and Apps Teachers Use to Support Formative Assessment in the Classroom"](#)
 - [MO LEAP Blocks \(Coming soon!\)](#)
- Partner students with acceleration instruction to fill gaps in background knowledge needed to access upcoming grade-level content, including vocabulary, historical context, and processes and procedures.
 - [Algebra I Model Accelerated Lesson](#)
 - [Spanish Model Accelerated Lesson](#)
- Use multiple, ongoing formative assessment and feedback cycles to monitor mastery of needed prerequisite skills, as well as the application of this background to new learning.
 - [Effective Feedback](#)

How do Educators Maintain Continuity of Learning in the Event of Another Closure?

In addition to facing the urgent need to accelerate lost learning, educators also face the possibility that another closure could compound this original learning loss. In order to maintain the ground gained during focused instruction and acceleration lessons, educators must prepare to continue instruction from a distance. While migrating instruction to alternative delivery models will be challenging by itself, issues with connectivity and learning environments not as conducive to learning as the classroom will require teachers to prepare for both virtual (online) and distance (unplugged) lessons and assessments.

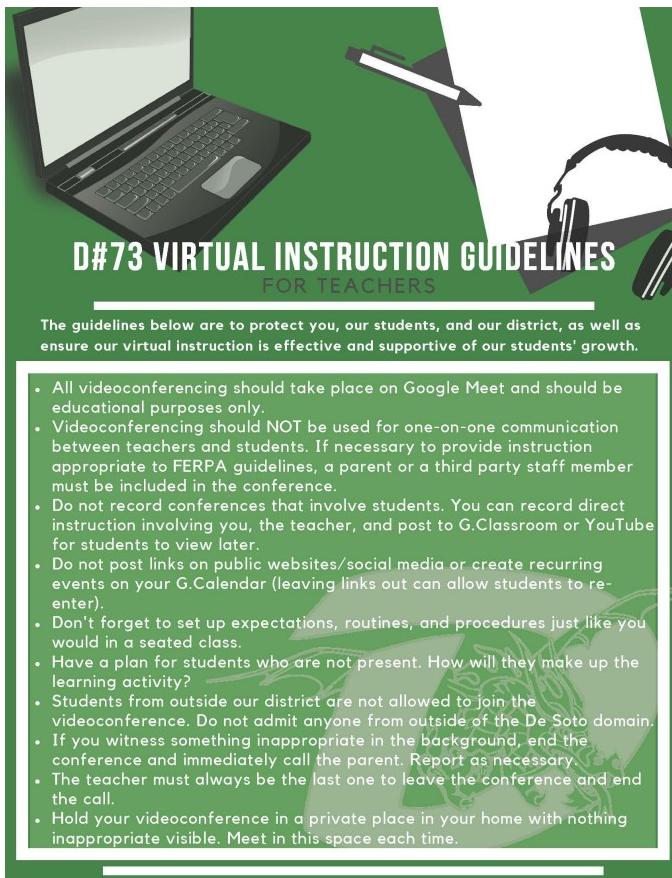
It is not recommended to attempt to reproduce the physical classroom remotely. There are many deliberate instructional steps (teacher moves) educators use that are impactful in helping students maintain effective and rewarding working relationships with peers and adults, access and master content, receive needed supports and services, and demonstrate mastery of grade-level content for teachers to use toward future growth. Providing options and resources for educators to still use these moves and build capacity in using these moves remotely will support their creativity and problem solving when it is time to move quickly and flexibly to respond to learning needs at school and at home. By collecting and organizing resources already available, districts can maximize their professional development time.

Take an inventory of all of the agreed-upon, consistent tools and resources already available to your district. Layering in new programs and systems not familiar to students, families and educators can increase cognitive load, possibly negatively affecting the learner's ability to master the content material and increasing stress to learners and families. Migration maps, like the sample to the right, help teachers determine which existing tools and practices can be translated to remote delivery methods and how. This can also be helpful in planning for professional development.

It will be important to outline the expectations for distance teaching to establish consistent and sustainable instructional practices which continue to align with district-established expectations for delivery. This not only ensures impactful learning opportunities but also protects students and staff by providing guidelines for appropriate interactions. Districts might need to review and revise board policies related to digital communication with students, staff conduct and staff performance expectations.

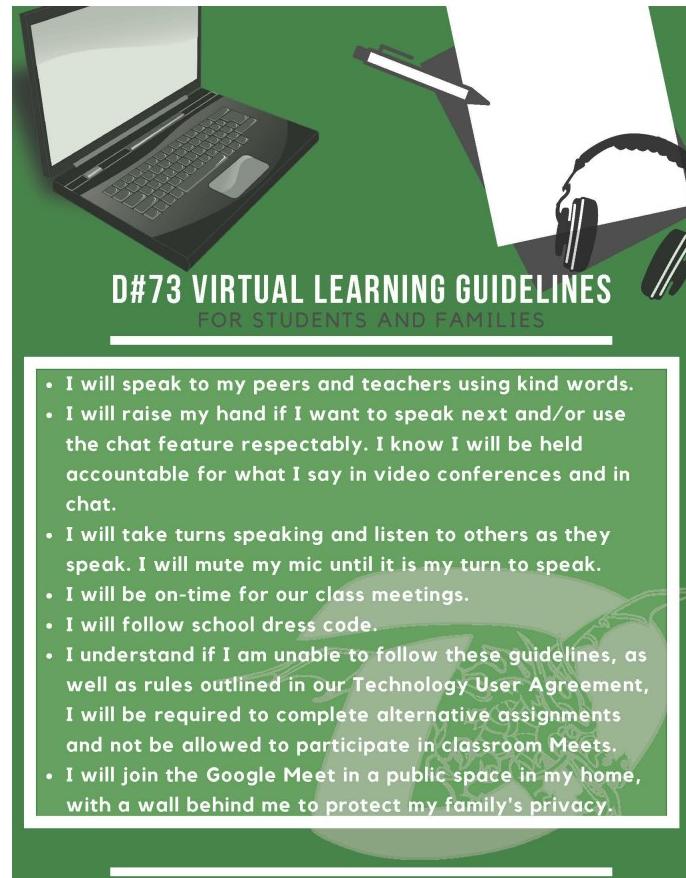
AMI MIGRATION MAP			
Teacher Move	What instructional tools/resources are we using now? "When I am in my physical classroom, I deliver this material/accomplish this using..."	How could this look virtually/remote? "When I'm in my remote classroom, I could deliver this material using..."	
		Alternative Method-Virtual	Alternative Method-Unplugged
Rules, Norms, Expectations	Read alouds Anchor charts Model Behaviors	Checking in with teacher/family/student Send video/record model behaviors	Class newsletter Syllabi Handbooks planners
Routines and Procedures	Anchor Charts Repeated practice games	Kahoot!	Newsletters Handbooks Daily schedules Planners Reminder Texts
Team-building, Relationship-building	Morning Meeting Read alouds STEM activities Group work/activities	Google Meets Shared Slides with images of what we have been doing/activity	Family projects
SEL	Support staff pulls student Provides in class support Daily physical connections		Helps teacher modify assignments or send their own
Communicating information home			

AMI MIGRATION MAP			
Teacher Move	What instructional tools/resources are we using now? "When I am in my physical classroom, I deliver this material/accomplish this using..."	How could this look virtually/remote? "When I'm in my remote classroom, I could deliver this material using..."	
		Alternative Method-Virtual	Alternative Method-Unplugged
Stating your purpose	Objectives posted on the board and referenced	Google Classroom (standard/objective can be listed as a heading on an assignment/ or folder)	Listed on paper assignments/worksheets
Modeling/ Think-aloud	(In person) Demonstration in class	Doc cam Jamboard Google Meets/Zoom	Video/audio recording How-to flip charts/pictures
Lecture	In person, in front of class or in small groups, tiered questions to check comprehension	EdPuzzle Google Meets/Zoom Kahoot!	EdPuzzle Study guide/or summary page to complete at home
Reading from the Textbook	Whole group/ teacher led/ or partners with text books Text visual on proboard Doc cam	Youtube Library resources E-textbooks	Books sent home
Watching a Video	BrainPop BrainPop Jr Discovery Education Youtube	BrainPop BrainPop Jr YouTube QR Codes	Copied books sent home on the topic or a STEM activity YouTube transcript



The guidelines below are to protect you, our students, and our district, as well as ensure our virtual instruction is effective and supportive of our students' growth.

- All videoconferencing should take place on Google Meet and should be educational purposes only.
- Videoconferencing should NOT be used for one-on-one communication between teachers and students. If necessary to provide instruction appropriate to FERPA guidelines, a parent or a third party staff member must be included in the conference.
- Do not record conferences that involve students. You can record direct instruction involving you, the teacher, and post to G.Classroom or YouTube for students to view later.
- Do not post links on public websites/social media or create recurring events on your G.Calendar (leaving links out can allow students to re-enter).
- Don't forget to set up expectations, routines, and procedures just like you would in a seated class.
- Have a plan for students who are not present. How will they make up the learning activity?
- Students from outside our district are not allowed to join the videoconference. Do not admit anyone from outside of the De Soto domain.
- If you witness something inappropriate in the background, end the conference and immediately call the parent. Report as necessary.
- The teacher must always be the last one to leave the conference and end the call.
- Hold your videoconference in a private place in your home with nothing inappropriate visible. Meet in this space each time.



- I will speak to my peers and teachers using kind words.
- I will raise my hand if I want to speak next and/or use the chat feature respectfully. I know I will be held accountable for what I say in video conferences and in chat.
- I will take turns speaking and listen to others as they speak. I will mute my mic until it is my turn to speak.
- I will be on-time for our class meetings.
- I will follow school dress code.
- I understand if I am unable to follow these guidelines, as well as rules outlined in our Technology User Agreement, I will be required to complete alternative assignments and not be allowed to participate in classroom Meets.
- I will join the Google Meet in a public space in my home, with a wall behind me to protect my family's privacy.

Supporting Students and Families in Learning at Home

Communication and preparation are critical when moving quickly among instructional delivery formats. To keep learning continuous throughout closures, students and families will need support to understand the expectations and methods of access. This proactive and frequent communication will also ensure continuity of learning and avoid stress and frustration for all involved. It will be important for districts to communicate the distance learning plan early and revisit it often so that students are ready to learn at home. Below is an [example of a template](#) that could be sent home from each individual teacher.

REMOTE LEARNING PLAN FOR FAMILIES

Pg. 1

In the event we need to close for a period of time, below are our classroom's plans for keeping learning going! On days we are implementing our AMI plan, your "attendance" is participation in and completion of the assignments at home.

If we have to close for 1 day:

- I will be available via [phone/G.Meet/email] at _____ on day 1 of our closure to answer any questions and help you get started.
- If we are meeting online, I will send the link and meeting time via [Dojo/ Remind/email/ G.Classroom] at the end of the last day before closure.
- If you are doing work on your own at home (not online), that will be sent home on the last day before the closure and turned in when we return.

If we have to close for 3 days:

- I will be available via [phone/G.Meet/email] at _____ on day 1 of our closure to answer any questions and help you get started.
- If we are meeting online, I will send the link and meeting time via [Dojo/ Remind/email/ G.Classroom] at the end of the last day before closure.
- If you are doing work on your own at home (not online), that will be sent home on the last day before the closure and turned in when we return.

If we have to close for 14 days:

- I will be available via [phone/G.Meet/email] at _____ on day 1 of our closure to answer any questions and help you get started.
- If we are meeting online, I will send the link and meeting time via [Dojo/ Remind/email/ G.Classroom] at the end of the last day before closure.
- If you are doing work on your own at home (not online), that will be sent home on the last day before the closure and turned in when we return.

If we have to close for several weeks:

- I will be available via [phone/G.Meet/email] at _____ on day 1 of our closure to answer any questions and help you get started.

Pg. 2

REMOTE LEARNING PLAN FOR FAMILIES

In the event we need to close for a period of time, below are our classroom's plans for keeping learning going! On days we are implementing our AMI plan, your "attendance" is participation in and completion of the assignments at home.

Below, are the logins we will be using during this time:

Program and URL	Username	Password

Structure of Learning During Remote (from a distance) Delivery

It is [not recommended to try to replicate the physical classroom](#) at home. Instead, this is a time to maximize the authentic learning environment and options for personalization. The amount of time students are able to engage in learning at home may differ based on the individual student's home environment and duties. Therefore, it is essential to recognize appropriate amounts of time for students to engage in their learning while also valuing the needs of the student's social, emotional and mental health.

Learning should look less like...	Learning should look more like...
<p>An attempt to recreate school at home</p> <ul style="list-style-type: none">• assuming a strict "school day" schedule• requiring special materials (e.g., lab or materials not commonly found at home)• pacing with the planned scope and sequence• assigning readings to stay "caught up"• packet of worksheets and busy-work• all learning experiences happen virtually	<p>Flexible goals and structures for learning</p> <ul style="list-style-type: none">• extended time for learning and reflection• use of commonly available materials• purposeful selection of learning targets• allowing students to explore their interests• meaningful, manageable tasks and projects• opportunities to learn without the use of devices or the internet
<p>Teacher-centered instruction</p> <ul style="list-style-type: none">• virtual lectures/classes that all students synchronously attend• teachers delivering information and assignments• teacher instruction and feedback as the primary mode of facilitating learning	<p>Purposeful teacher-student interactions</p> <ul style="list-style-type: none">• optional opportunities to connect with teachers and peers virtually and at a variety of times• teachers providing coaching, feedback and encouragement• encouraging students to engage in learning and reflection with their families and communities• encouraging self-reflection on what students learn and how they learn it
<p>Assignments to "get through" content</p> <ul style="list-style-type: none">• emphasizing memorizing content or "checking off" tasks on lists• asking students to solve contrived or hypothetical problems, or complete design projects that value form over function• trying to cover content through a volume of activities or skipping from topic to topic	<p>Authentic learning in the home setting</p> <ul style="list-style-type: none">• connecting questions and problems to household activities, like cooking, fixing things or gardening• asking students to identify relevant problems in their lives and engage in design cycles to address them• allowing students to deeply explore phenomena or problems of interest through investigation to build understanding and practice over time

Planning Appropriate Amounts of Distance Instruction

As developers of this content, the workgroup recognizes that teachers may not adhere to these guidelines due to the variance in technology and access for students. However, the workgroup felt this was an appropriate piece to value student-led learning, as well as the social, emotional, and mental health of the student.

Grade Level	Daily Instructional Time*	Daily Distance Learning Could Include...
K-1	<ul style="list-style-type: none">• Approximately 45 minutes• 5- to 10-minute time spans	<ul style="list-style-type: none">• Content-based activities that encourage reading, writing, and problem-solving• Learning activities including handouts or online work• Physical education, health, art, music, world language, etc.• Social-emotional learning
2-3	<ul style="list-style-type: none">• Approximately 60-75 minutes• 10- to 15-minute time spans	<ul style="list-style-type: none">• Content-based activities that encourage reading, writing, and problem-solving• Learning activities including handouts or online work• Physical education, health, art, music, world language, etc.• Social-emotional learning
4-5	<ul style="list-style-type: none">• Approximately 90 minutes• 20-minute time spans	<ul style="list-style-type: none">• Content-based activities that encourage reading, writing, and problem-solving• Learning activities including handouts or online work• Physical education, health, art, music, world language, etc.• Social-emotional learning
6-12	<ul style="list-style-type: none">• Approximately 3 hours for all classes• 30 minutes for each class• After 15 minutes, strongly recommend students get up to move	<ul style="list-style-type: none">• Content-based activities that encourage reading, writing, reflection, and problem-solving• Learning activities including handouts or online work• Discussion boards• Recorded lectures• Physical education, health, art, music, world language, etc.

(*These are approximations. Learning is measured by the level of engagement with the content and a student's understanding, not necessarily the time spent learning.)

Unified Arts and Humanities (Specials/Electives)

Visual Arts, Music, Physical Education, Health, World Languages, etc.	The time allotted for specials/electives will vary greatly by the district and grade level. Suggested time frames for specials/electives should be considered part of the total daily learning time mentioned above. Consideration should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical while also providing opportunities for meaningful activities in other specials/electives. Students are accustomed to daily, structured movement (such as physical education), as well as unstructured movement (such as recess).
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Adapted for use by the Missouri Department of Elementary and Secondary Education from the Continuous Learning Task Force Guidance for Kansas School Districts (March 2020)

Supporting Families During Distance Learning Opportunities

It will also be important to remember that the adults supporting our learners at home will need our support. This support may come in helping to identify the roles in which each member of a system may play, as well as assisting with those members who might not be familiar with the technology or tools educators are using. Frequent communication combined with tutorials can help bridge the gap between classroom-based and home-based learning.

Roles family members or other learning partners can play in students' learning experiences:

Encourager: provide positive feedback and support to students	Resource Connector: work with students to find materials and resources they need for an investigation or challenge	Collaborator and Learner: collaboratively work with student(s) on an investigation or challenge; make their learning process visible to students
Interest Supporter: talk to student(s) about their interests and how to pursue them	Storyteller: show how an idea or practice relates to another situation (e.g., a shared family experience)	Organizer of Collaboration: help coordinate the group learning process within the family
Knowledge Holder: communicate what they know about a topic or idea in ways that support students "figuring out" phenomena or problems	Audience Member: friendly critic engaging with student products or presentations of an investigation or challenge	Learning Broker: connect learners to follow-on learning experiences that make sense, building on student interests and curiosities

This is adapted from work by Brigid Barron (Stanford University) and Nichole Pinkard (Northwestern University) by Bell, 2015, 2020.

Family Technology Tutorials

Syncing Google Docs, Sheets, and Slides Offline

Students can use Google apps while offline and not lose their IF they set up offline sync first. When they get back to online access, Google will sync their offline work. Here is how to set up that offline syncing:
<https://support.google.com/drive/answer/2375012>

Navigating Google Classroom

If you haven't used Google Classroom much, or still feel like you are struggling with getting around efficiently, this short tutorial is just for students!
<https://youtu.be/G5P7nVb0WJc>

All Things Google

Google offers quick, concise tutorials on many of their products here.
<https://support.google.com/a/answer/1631886>

Changing Google Accessibility Features

Reading on a screen isn't for everyone, and many of our students require assistive settings. This short video shows how to change these settings.
<https://www.youtube.com/watch?v=G8aztCnvv7U>

For Students: How to Write a Good Email to Teachers

Some students will be using email to communicate with teachers for the first or at least more frequently. Here are some good tips for communicating using email.
<https://www.noclosedroads.com/post/how-to-write-a-good-email-to-a-teacher>

Type With Your Voice

This is a helpful tool for students who have a lot to say but struggle with typing. Just speak and let Docs help.
<https://support.google.com/docs/answer/4492226>

References:

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